**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day\_\_Two

|  |  |  |
| --- | --- | --- |
| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

|  |  |
| --- | --- |
| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Wednesday, Friday Grammar: Tuesday and Thursday |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can compare and contrast the textual characteristics of the three Rosa Parks texts. (This is a three day lesson plan.)**  **Instructional Plan:**   1. Read “It Happened In Montgomery: For Rosa Parks” (In Springboard—pg. 291) 2. <https://webmail.gcsnc.com/owa/attachment.ashx?attach=1&id=RgAAAADO7p%2fEW5lIQovRXqtVcoRcBwCApS1KIwl7S5uMNaJv82o7AAAA5TkDAADz3DgaBmxSQqcFuf9wKGX%2fAAAOkC1PAAAJ&attid0=BAAAAAAA&attcnt=1> 3. AL will complete some of the graphic organizer independently but Inclusion classes will be led by teacher. 4. Some of the graphic organizer will be completed in class as a whole group. |
| **Closing/Summarizing Strategy** | Write a 10 line poem about Rosa Parks using at least one simile, metaphor, and onomatopoeia. (Complete for homework.) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| The following activities will be used for extension for the remainder of task II:  <https://webmail.gcsnc.com/owa/redir.aspx?C=7ba1c495e39c475c941f11992201e628&URL=http%3a%2f%2fwww.newroads.org%2fcurriculum%2fsocial_science%2fushistory%2fdocuments%2fZP185E_Civil%2520Rights.pdf>  <https://webmail.gcsnc.com/owa/redir.aspx?C=7ba1c495e39c475c941f11992201e628&URL=http%3a%2f%2fwww.archives.gov%2feducation%2flessons%2frosa-parks%2findex.html>  <https://webmail.gcsnc.com/owa/redir.aspx?C=7ba1c495e39c475c941f11992201e628&URL=http%3a%2f%2fwww.archives.gov%2feducation%2flessons%2fworksheets%2fdocument.html> | EC students will complete organizer together as a class.  Other Interventions will be used when we are more aware of the needs of the students. | Flocabulary and reviewing the essential vocabulary from Unit. |
| **Assessment(s)** | Graphic organizer will be turned in to teacher. | | |
| **Reflection** |  | | |